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ABSTRACT

The college handbook contains information of interest to handicapped students at the Brooklyn College Campus of the City University of New York (C. U. N. Y.). The first section focuses on the Student Organization For Every Disability United for Progress (S.O. F.E.D. U.P.), an organization to promote activism on the part of disabled students for the purpose of eliminating architectural barriers and curricular and bureaucratic procedures inhibiting educational performance. Explained are the history, philosophy, purpose, and goals of the organization. The second section of the handbook contains a Brooklyn Campus map and related pertinent information for disabled students. Included are a summary of facilities (toilets, ramps, elevators, phones) for students in wheelchairs in the various campus buildings, and a listing of special support services or student personnel services available (early registration, parking, readers, counseling, financial aid, other services). Also mentioned is a special physical education program available for disabled students. (KW)

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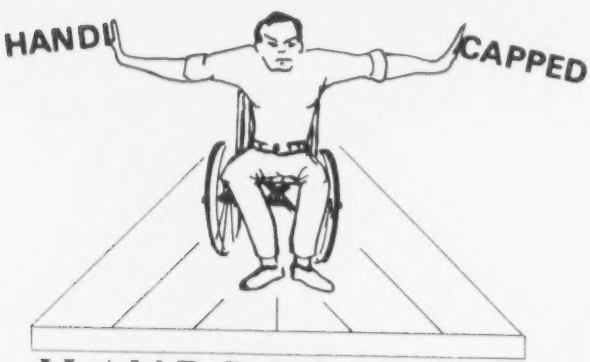
S.O. F.E.D. U.P.

Student Organization For Every Disability United for Progress



HANDBOOK FOR THE DISABLED STUDENTS OF BROOKLYN COLLEGE C.U.N.Y.

EC 050 966 E

WRITTEN BY FREDERICK L. FRANCIS

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About The Author

Frederick Francis is an above knee bilateral amputee who graduated from Brooklyn College in June of 1971. Along with Arthur Lefkin, Mr. Francis founded S.O. F.E.D. U.P. and was elected the first President. He is now attending New York University's graduate program in Rehabilitation Counseling as an R.S.A. trainee.

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PREFACE

The essence of this short discourse is the theme of our entire program at Brooklyn College: It is the necessity for all to form a coalition of disabled and non-disabled individuals, in a united effort for activism, in order to secure the inalienable rights that are essential for the disabled to function as independently as possible.

There have been isolated accomplishments and achievements across this nation, on the part of brave and persistent individuals and progressive and highly committed organizations, that are praised and set up as models of inspiration for the disabled, to work harder, achieve more, and strive to surmount above average obstacles in pursuing their goals. They have had their affect upon us. They have succeeded in their efforts. They have fulfilled their purposes. They have influenced us to become better motivated, better trained, better educated, and because of this, better people.

But what happens to us now that we have worked to become this way? When we attempt to seek higher education, we are, forced to select a school according to its architectural accessibility, rather than if its degree program, and academic accredidation meet the standards of our individual professional and educational goals, or achievement caliber. When we go to look for a job, to put what we have been educated and trained for into operation, are we judged for the job on an equal basis as our non-disabled peers? When we do get a job, can we support ourselves, or our families, on the salary we earn after the exhorbitant expenses for transportation to and from work are deducted from our paychecks (since we cannot use what is publicly provided for all)? When we can support ourselves comfortably in a nice apartment, are we able to live where we want, if we can't get through a door that is not wide enough to enter the building or get into the bathroom?

What then happens to our motivation? Are we to be teased by lucrative programs and independent efforts that are dangled in front of us and give us the incentive to work harder and to try to build a better life for ourselves, only to find, blocking our way, what appears to be insurmountable obstacles that are created by the apathy of bureaucratic administrators and the selfish unconcern of our own people, who feel they have made it and do not concern themselves with the problems of their fellow men?

The reason I am presenting these rhetorical questions, is to make you realize that individual, or isolated accomplishments are not truly complete if the overall society and structure are not affected by it, and till remain apathetic to the needs of the masses.

The policy of inspiration must now be replaced by a policy of *activism*. We must expand and fulfill our rehabilitation methodology to include a concern as to what happens to the disabled person after he is trained or motivated to the specific standards of a program where success is based solely on his securing remunerative employment.

We must make the hierarchy of education aware of the necessity to abandon the psychology that forces an institutionalized alienation of disabled individuals into isolated specific programs and classes for the *handicapped* only, and instead, make all schools and colleges architecturally accessible and bureaucratically non-inhibitive for the *disabled* so that they, and the non-disabled can interact with each other.

The disabled must have the same opportunity to attend any college of their choice as the non-disabled. They should not have to compromise their professional and educational goals because architectural barriers prevent them from gaining access to the school of their choice.

We must end the blatant discrimination that employers and administrators have for the disabled, by forcing Federal, State and Municipal intervention and legislation to protect our rights. And equally important and necessary, we must educate them to the fact that the disabled are capable of many qualities that will outweigh their physical limitations, so that they, as employers, will be able to judge us as prospective employees, free from the bigotry of the social stigmas attached to the disabled, which are not valid or fair.

We must make the individual and the independent organizations for the physically disabled, aware of the necessity to join together as an activist nationally collated force united in their efforts to bring down the walls of apathy, oppression, and discrimination.

We must make the disabled individual aware of the fact that only he, as a single entity of such a force, is the kinetic energy responsible for giving it the power to work. And, I say "*Disabled Individual*", rather than *Handicapped* because handicapped is the terminology favored by those who, through their ameliorative efforts and tedious apathy, create or strengthen those, *until now*, insurmountable walls that are the obstacles and barriers responsible for handicapping us. Until now, I say, because we are tired of these walls being taken apart by the tedious brick by brick process as practiced by those, who can do no more, but only dole out to us concessions and conciliations in the name of charity and ameliorative programs to placate their own consciences.

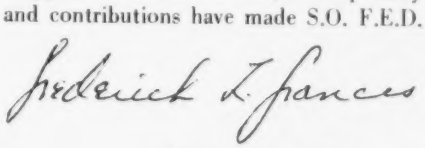
The lack of ramps, elevators and lavatory facilities that are accessible and properly equipped, presents insurmountable barriers to the physically disabled. We, the members of S.O. F.E.D. U.P. have succeeded at Brooklyn College in

eliminating these inhibiting factors that deny the physically disabled the freedoms of independent performance in an atmosphere conducive to learning and understanding. However, what we have accomplished is but a foundation for what is to follow, as determined only by you, yourselves. It is your responsibility, as well as mine, to add to what we have begun for you, by utilizing what experiences and knowledge you gain at Brooklyn College, and actively adapt it to the overall community. Until all facilities, be they public, private, university, business or housing, are completely accessible to the disabled, society is guilty of handicapping us in our efforts to achieve our rights. Until we, the disabled, begin to become *future*, as well as *now* oriented, in our thinking, we will continue to be as much a handicapping factor ourselves, as the intolerance and apathy of our institutions. The key for success, status, and recognition in our society is education. Therefore, we as students, who are physically disabled, must be realistic about our situation when choosing a college. Of course, until universal renovation is a reality, we must choose a college that is physically accessible to us—but equally as important and critical is the vital necessity for us to choose a highly accredited institution that will compliment our own academic qualifications and goals, so that the coupling of these two variables will afford us the maximum credentials possible for graduate school acceptance and professional placement.

This is essentially what we are offering you at Brooklyn College—an investment in your future.

* * *

My most sincere thanks to Elaine Pomrantz and Eileen Cruz, who helped me to research the information which appears in this handbook, and especially to Arthur Lefkin whose dedication and contributions have made S.O. F.E.D. U.P.'s success possible.



Frederick L. Francis
Founder, and First
President of
S.O. F.E.D. U.P.

Part 1

*S*tudent *O*rganization *F*or *E*very *D*isability *U*nited for *P*rogress

HISTORY

S.O. F.E.D. U.P. was founded during the Fall semester of 1970 by Frederick L. Francis, and Arthur Lefkin, both disabled students, because they recognized the tremendous need for a united effort for activism on the part of the disabled of Brooklyn College, in order to eliminate the architectural barriers, and those curricular and bureaucratic procedures which inhibited their educational performance and initiative.

Our initial role was to act as a collective agent for the disabled. However, it was not too long before we were forced, out of necessity, to assume the role of a "pressure group", in order to secure our demands and recommendations made to the administration, because of their tedious apathy in response to them. As a result of our efforts, we were able to meet with President John Kneller, and successfully secure definite commitments on his part to make Brooklyn College architecturally accessible to the disabled; and to establish a "Dean's Committee on the Disabled", made up of various college Deans, faculty, and disabled student leaders, whose purpose would be to act as an implementing board in the various critical areas of admissions, curricular planning, campus facilities and counseling. We had also secured, from President Kneller, the assurance that the newly constructed additions to the present campus would be completely accessible to the disabled student.

Within a month these commitments were fulfilled, and S.O. F.E.D. U.P. then began to make the administrators of the college aware of the necessity to provide various support services, needed for all types of disabilities; and began to escalate their important role of providing social, educational and recreational activities for the disabled and non-disabled members of the college community.

PHILOSOPHY

In general, we emphatically state that what we have accomplished and tend to build on the Brooklyn College Campus is not an isolated "college ghetto" for the disabled in City University, nor do we have, or will we ever become a health conservation college program. What we highly endorse is the interaction between disabled and non-disabled individuals in an integrated community for the purpose of attaining a better understanding of each other based upon who they are as individuals...not what their disabilities or limitations... brand them as.

We firmly believe that there is a critical need for a shift in the consciousness and awareness of the disabled from being influenced and dictated to by others who are domineering and overprotective, to seeking a more active role in determining what directly affects them.

It is an immediate priority in order to attain this position that the disabled must secure what is necessary for them to function as independently as possible to the best of their capabilities.

It is through this self-reliant, self-determinant and activist philosophy that the disabled will be able to find his identity as an individual and an active member of a group respected because of its accomplishments. This above all else will enable him to earn the security and self respect of knowing that, though he may not be able to physically perform in the conventional manner, he is still accomplishing the task as an independent individual and is a contributing member of his community.

PURPOSE

It is the intention of S.O. F.E.D. U.P., as a chartered organization, through the Department of Student Activities to

- Provide social and recreational activities for the heterogeneous group of disabled and non-disabled student and faculty members of S.O. F.E.D. U.P. on the Brooklyn College campus in an atmosphere where they can encounter each other as respected individuals.

- To retain our initial role as a collective agent representing the disabled members of the Brooklyn College community on matters pertaining to architectural, bureaucratic and curricular barriers that exist as inhibitive and hazardous factors affecting the performance of the disabled on the Brooklyn College campus.

- To educate and create learning experiences for the disabled and non-disabled members of the Brooklyn College community where they will be able to judge each other as individuals, with their own selective personalities, motivations, and make-up in order to break down the unfair and disproved social and psychological stigmas that exist about the disabled.

- It is our belief that the disabled are a minority group that has been, and is being, blatantly exploited and discriminated against. Therefore, it is a purpose of S.O. F.E.D. U.P. to become actively involved in educating its members to become more informed of the overall conditions of our society which affect them and will continue to affect them after they leave Brooklyn College.

GOALS

To advance higher education for the disabled in City University by eliminating all architectural, educational, motivational and bureaucratic barriers that presently exist for the disabled and thereby making Open Enrollment a valid program affecting all, whereas now, only the disabled are totally overlooked and alienated from its benefits.

The realization of this goal has begun with S.O. F.E.D. U.P. taking the initiative to form the *Ad Hoc Committee for the Advancement of Higher Education for the disabled in City University.* As a result of its organizational meeting, the committee has now become a sanctioned task force under the auspices of the Dean of Students of City University of New York and is co-chaired by Dean Nathaniel Jones and Frederick Francis, both of Brooklyn College.

Recommendations made By The Committee For The Advancement of Higher Education For The Disabled in City University

The disabled must have the same opportunity to attend any unit of City University as the non-disabled. They should not have to compromise their professional and educational goals because architectural barriers prevent them from gaining access to a school of their choice. This is now impossible. Accessibility for the disabled requires more than just the removal of architectural barriers. It requires:

REMOVAL OF ARCHITECTURAL BARRIERS

1. All architectural barriers must be removed (e.g., use of curb-cuts, proper ramps and railings, toilet facilities for persons in wheelchairs, parking facilities, elevators, etc.)

2. At least one senior and one community college in each of the five boroughs should be made completely accessible no later than February 1, 1972. All units of CUNY should be made fully accessible no later than September 1, 1972.

SUPPORTIVE SERVICES

3. A coordinator-counselor of special educational services for the disabled should be appointed on each campus to assist the disabled student in:

   a. becoming oriented to the campus
   b. planning his program
   c. registering

d. providing for proctoring of individual examinations, when necessary
e. assisting the teaching faculty in understanding the nature of disabled students' particular limitations in order to overcome arbitrary and unneccessary educational barriers
f. arranging support-tutorial assistance, e.g., braille transcription, readers for the blind, transcription typing, large-print reference library and specialized support equipment and facilities
g. personal, social and career counseling.

4. In-Service training programs for faculty members should be conducted in order to orient them to the nature and needs of the physically disabled from the standpoint of eliminating social prejudices and removing arbitrary educational barriers. This is necessary so that the disabled will be accepted into the mainstream of college life on the same basis as their peers—to be judged on their performance, abilities and capabilities and not on their disabilities.

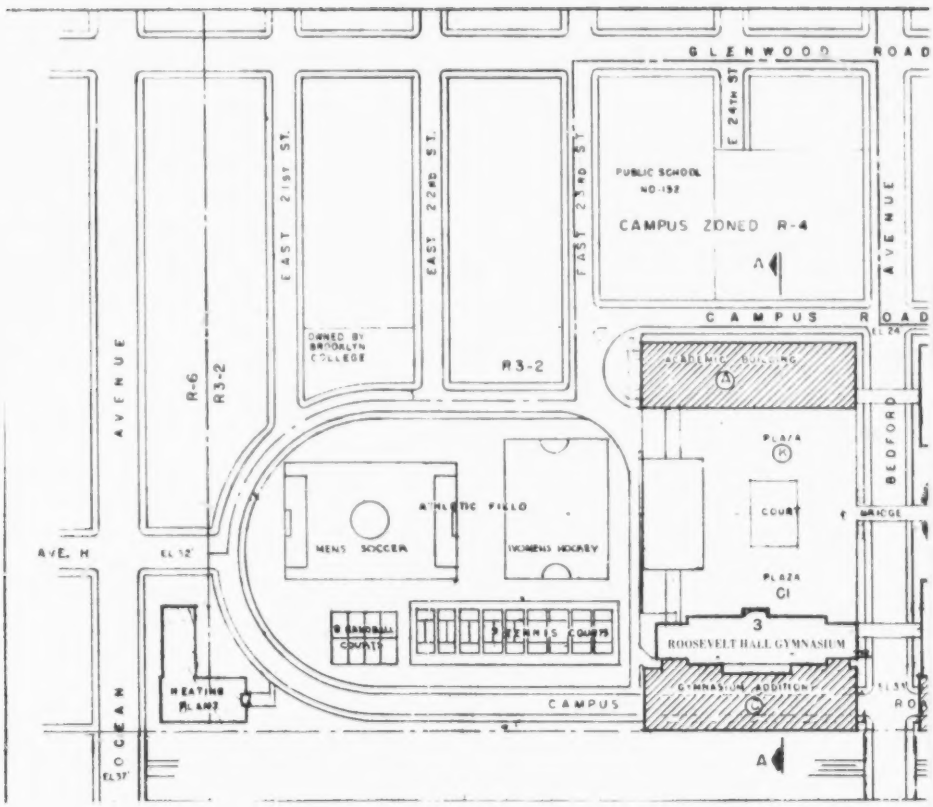
5. An active student information and recruitment program in the high schools, community, home and institutions should be developed.

In order to implement the above recommendations, we urge that a University Dean of Special Services be appointed to coordinate all programs pertaining to the disabled and to serve as a resource person for all coordinator-counselors of special educational services for the disabled on CUNY campuses.

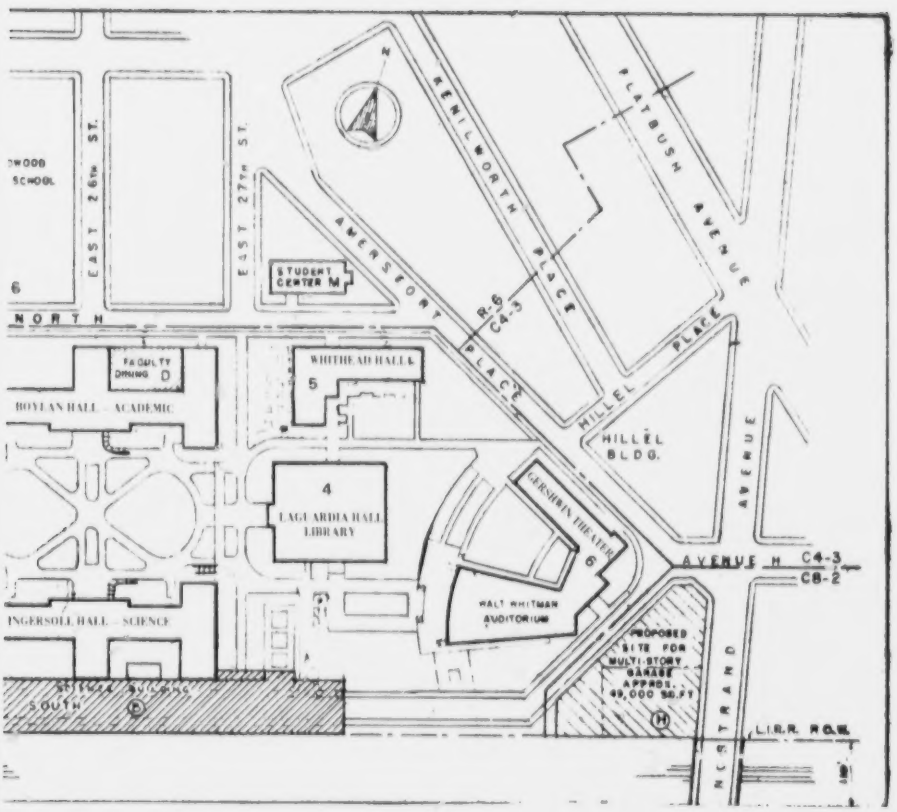
Most, if not all of these positions should be filled by eminently qualified persons who can relate closely to the problems of the disabled. It seems appropriate that most, if not all of these persons should themselves be disabled. It is further recommended that these positions be established and filled immediately.

In addition, we recommend that a university task force comprised of campus planners, disabled students and faculty members, and experts on facilities renovation for the disabled be commissioned to survey and evaluate facilities on all CUNY campuses, make recommendations for renovation, and to oversee their implementation.

[1] The Committee for the Advancement of Higher Education for the Disabled in City University, "Position Paper" (Revised Initial Draft), September 1971, Part V. Summary and Recommendations, p. 11-13.



The number which appears on the above buildings corresponds to that facilities listed on pages 10-11.



mber indicated before each of the entailed descriptions of the campus

Part II

Pertinent Information for Disabled Students on the Brooklyn College Campus

CAMPUS FACILITIES

The immediate priority of S.O. F.E.D. U.P. was to make all existing buildings and all future expansions to the Brooklyn College campus, architecturally free of barriers. We have been most successful in our efforts. All nine existing buildings on the present campus are now accessible to the disabled by the means of ramps constructed to the specifications given by the "New York State Building Construction Code, Relating to Facilities for the Physically Disabled", or street level entrances. Each building is now also equipped with male and female toilet facilities to accommodate the wheelchair bound.

We have secured, from President Kneller, the assurance that the newly constructed additions to the campus will be completely accessible to the disabled student.

Guide to Campus Facilities

The following is a summary of special arrangements and improvements for students in wheelchairs in each of the various buildings, as numbered in the enclosed map of the campus, on page 8 & 9:

1 - Boylan Hall
- a) Toilets – Rooms 0428, 0228
- b) Ramps – one from quadrangle to front entrance, and one service ramp from Campus Road North.
- c) Elevators – three, including one in the center hall that has an operator. All can be key operated. (Elevator keys are available from Campus Buildings and Grounds Department).
- d) Public phone – Room No. 1165

2 - Ingersoll Hall–Science
- a) Toilets – Rooms 2163A, 2417A
- b) Ramps – one from quadrangle to front entrance, and one service ramp at east end of the building. In addition, there is a ramp across the northeastern exterior steps between the LaGuardia and Quadrangle levels.
- c) Elevators – three, including one in the center hall that has an operator. All three can be key operated.

3 - Roosevelt Hall
   a) Toilets – Rooms 104, 124
   b) Ramps – one from Bedford Avenue to the temporary eastern entrance.

4 - LaGuardia Hall
   a) Toilets – Rooms 110, 108
   b) Street level entrance into the building, next to the library.

5 - Whitehead Hall
   a) Toilets – Rooms 108, 109
   b) Elevators – one in the center of the building which is key operated.
   c) Street level entrance into the building on Campus Road.

6 - Gershwin Theatre
   a) Toilets – Rooms 080, 083
   b) Elevators – one to the right of the entrance leading to the Music Library.
   c) Entrance – Street Level entrance to the right of the building, in the dock area between Gershwin and Whitman Auditoriums.

7 - Library Building
   a) Toilets – Basement floor–Room
   b) Elevator – one self-service elevator, not key operated.
   c) Entrance – The main entrance is street level.

8 - Whitman Auditorium (No classes held in this building)
   a) Entrance – Street level with ramped entrance to the orchestra level of the auditorium.

9 - Student Center (SUBO) (No classes held in this building)
   a) Toilets – 3rd floor lounge/bathroom for staff and disabled students.
   b) Elevators – Three elevators, self-service, no key necessary.

SPECIAL SUPPORT SERVICES

**Early Registration*

The formalization of an early registration program for disabled students, where they will be assured of their classes a week before the regular registration procedures begin, so as to enable them to personally arrange to have their class hours coincide with their transportation schedule.

**Final Exams and Test Administration*

A formalized program where disabled students can take their final exams in an atmosphere which is conducive and sensitive to their physical needs. When special services are needed by a disabled student in taking his exams through the course of the regular academic semester, he is to individually arrange with his instructor for the required conditions and procedures which will enable him to perform academically to the best of his abilities. The Office of "Coordinator/ Counselor for Disabled" will provide writers, readers, electric typewriters, and proctored areas as needed.

**Parking Facilities and Elevator Keys*

With the expansion of the Brooklyn College Campus, many of the parking areas and facilities on campus have been eliminated, but the disabled student who drives his own car will be given preference on the list for parking spaces on the campus' three reserved areas, once he registers his needs with the "Office of Coordinator/Counselor for the Disabled". In addition, there are many areas on the perimeter of the college on Campus Road, which are legally available only to the disabled drivers who hold an S.V.I. Department of Traffic Permit.

Elevator keys may be obtained by disabled students through the Office of Coordinator/Counselor for Disabled Students. A 50¢ deposit must be left with that office.

**Readers for the Blind and Physically Disabled Who Need the Service*

A formalized program, through the Education Department, where students chosen from the Community Service Division, will, for course credit, be readers for the blind, partially sighted, and physically disabled who are in need of this service.

**Braille Typewriter*

An I.B.M. Braille Typewriter is available at all times, in the Office of the Coordinator/Counselor for Disabled Students.

**Bookstore Program*

A formalized program, through the Brooklyn College Bookstore, where disabled students, with or without government sponsorship, will be able to buy their books without having to encounter the usual hordes of people buying books at the beginning of the semester, and the frustration of finding out that his teacher has not submitted a booklist to this specific store.

**Coordinator/Counselor for the Disabled*

The Coordinator/Counselor for Disabled Students at Brooklyn College is Mr. Eduardo Dogue, who is himself confined to a wheelchair, and is able to combine the best qualities of professional and life experiences in working with the disabled students and faculty members of the Brooklyn College Community. Mr. Dogue's responsibilities cover coordinating the complete spectrum of support services and activities for disabled students; being administrative counselor for the academic and personal needs of the disabled students; liaison between Brooklyn College and all sponsoring agencies of disabled students; and faculty advisor to S.O. F.E.D. U.P. His office is located in Room 2227 Boylan Hall and his telephone number is 780-5104.

**Dean's Committee on the Disabled*

The establishment of a Dean's Committee on the Disabled, made up of various college Deans, faculty and disabled student leaders, with the endorsement of President John Kneller, whose purpose is to act as an implementing board in the various critical areas of admissions, curricular planning, campus facilities and counseling.

**Counseling for the Disabled*

In addition to Mr. Dogue's role as administrative and professional counselor for the disabled students, these other counseling services are available:

Peer Counseling

The creation of a counselor for disabled students, under the *Student Volunteer Resources Program*, who is himself a disabled student, and thus fulfills the criteria and need for peer counseling.

Group Counseling

The establishing of "group" counseling program made up of disabled people for those with problems demanding group interaction.

Admissions Counselor

A disabled student, through the *Office of Admissions*, is available to prospective applicants to Brooklyn College who are disabled, for counseling on admissions and freshman orientation procedures, and those questions, or problems which may arise before first semester enrollment. This counselor will be available during freshman orientation week, and at specific hours during the academic year in the Director Of Admissions' Office.

**Financial Aid Counselor*

A special counselor in the *Office of Financial Aid*, is available to disabled students who feel they meet the income qualifications for financial assistance through any of the following programs:

College Work Study – a program of employment in which the student, particularly one from a low income family, is compensated for the number of hours he works for the college or for an eligible off-campus agency.

Student-Aide Employment – a program of on-campus employment for those students who have a demonstrable need.

National Defense Student Loan – a program of borrowing, primarily for needy students, in which the student has an obligation to repay his loan, with 3 percent interest, within a ten year period following college attendance.

Educational Opportunity Grant – a program of direct grants in which the student receives a non-obligating award of funds, based on exceptional financial need.

Guaranteed Loan – a program of borrowing, primarily for students who do not qualify for other financial assistance programs. The student has an obligation to repay his loan with 7 percent interest, commencing upon graduation.

Brooklyn College Emergency Student Loan – a short-term, non-interest loan for students having a critical, immediate need for funds. For further information contact: Office of Financial Assistance, Room B3 Temporary #2 Building, Brooklyn College of the C.U.N.Y., Brooklyn, N.Y. 11210, telephone number 780-5355.

**Scholarships and Awards*

In addition to the many scholarships and awards that exist for the students of Brooklyn College, which are listed in the Brooklyn College Bulletin, the following awards are available specifically for the disabled.

Sol Mintz Memorial Award

$100 to be awarded to a worthy student who has surmounted above average obstacles in pursuing his education.

Donor has expressed an interest in and preference for visually disabled students, but has no objection to the award being given to any disabled student.

Sol Harris Memorial Award

$100 to be awarded to an outstanding student who has surmounted a physical handicap or disability in pursuing his education.

Students may apply each year for scholarship/awards. Although donors may grant awards/scholarships annually this does not mean that once given an award/scholarship, it will be given the following year. Applications must be given in each year and judged on the basis of that year's applicants.

Students should check the scholarship/awards bulletin board located in the main lobby of Boylan Hall (to the left of the main entrance). While we suggest a weekly check of this board during the academic year (Sept.-June) Brooklyn College scholarship/awards data appears on the bulletin board during the months of Feb.-Mar.-April, but this may change from time to time—therefore, the suggestion of a weekly check of the bulletin board.

Regents Scholarships and Fellowships

The following scholarships and fellowships are awarded by the New York State Board of Regents on a competitive basis to students who have made special application for such awards and who have taken the required competitive examinations:

(1) Regents college scholarships,
(2) Regents scholarships for basic professional education in nursing,
(3) Regents war service scholarships for veterans,
(4) Regents scholarships for professional education in medicine, dentistry, and osteopathy,
(5) Regents college teaching fellowships for beginning graduate study,
(6) Regents college teaching fellowships for advanced graduate study,
(7) Regents fellowships for graduate study in the arts, science and engineering,
(8) Regents fellowships for part-time study in science and engineering,
(9) Regents fellowships for advanced study in professional nursing,
(10) Herbert H. Lehman graduate fellowships in the social sciences and public and international affairs.

**Exemption from the Laboratory Science Requirement*

The disabled student whom the Coordinator/Counselor feels may be exempted from taking the science requirement for a Bachelor Degree because of the entailed limitations of his physical disability, which would not permit him the required performance in the laboratory, may choose from the following courses to supplement the needs of the requirements in Division II (P.46 in the 1971-72 Bulletin): *Anthropology 9; Geology 1, 2 5.1, 7, 9, 33; Philosophy 13; Biology 13.5.*

For a further description of these courses consult their individual listings in the Brooklyn College Bulletin 1971-72, under their department's section.

**Recorded Textbooks for the Blind*

S.O. F.E.D. U.P. has endorsed a program through the Speech Department, where speech majors will record books for our blind students.

Physical Education for the Disabled and Wheelchair Sports

An established program through the Health and Physical Education department where physical activities for the disabled, and wheelchair sports will be taken by disabled students for curriculum credit commencing with the Fall 1971 semester. The physical education activities will be geared to the individual capabilities of the disabled student, so as to provide some sort of involvement for all. Some of the activities will be:

wheelchair bowling, whellchair basketball, wheelchair football, ping pong, volleyball, archery, track and field events, swimming, self-defense (wheelchair karate), performing independently through the use of the wheelchair, weightlifting, shuffleboard, chess, etc.

**Wheelchair Basketball Team*

The establishment of a wheelchair basketball team sponsored by Brooklyn College for its disabled students, faculty and alumni.

MEMO

TO: The Disabled of Brooklyn College; and prospective disabled applicants to Brooklyn College

FROM: Arthur Lefkin, President of S.O. F.E.D. U.P.

DATE: Fall Semester 1971

CONCERNING: S.O. F.E.D. U.P. ACTIVITIES PRESENT AND FUTURE

S.O. F.E.D. U.P. was originally established with the intent to provide every disabled person with the opportunity to attain a higher education in an atmosphere conducive to his performance capabilities. We had embarked on this endeavor with great expectations to alleviate the architectural, educational, and bureaucratic barriers that existed for disabled individuals at Brooklyn College and throughout the City University.

Through the active support of the members of our organization a sound foundation has been laid in our attempt to alleviate these barriers. This accomplishment has been made through the establishing of many of the programs mentioned throughout this booklet.

In keeping with our initial intent, our organization is presently involved in such activities as:

1. **Forum Discussions** – concerning the problems involved in forming inter-personal relationships between disabled and non-disabled persons.

2. **Luncheon Series** – an opportunity to interact with fellow students and faculty members, with guest speakers from the various areas concerning the disabled.

3. **Parties** – where both members and guests can interact in an informal atmosphere.

4. **Encounter Groups** – where in closed session a member of S.O. F.E.D. U.P. "upon his request" can discuss any personal problem he is encountering.

5. **Deans Committee** – established by the president of Brooklyn College (President Kneller) to act as the implementing force of all programs concerning the disabled.

6. **Ad Hoc Committee (Task Force)** – established through the impetus of S.O. F.E.D. U.P., and presently sanctioned by the office of Dean Meng of the City University.

Though the involvement of our organization in the above activities may sound impressive, it must be realized by all, that this meets only the most basic needs of the disabled.

There are those who are presently enrolled in other colleges of City University, who are constantly confronted by educational barriers, merely because of the insensitivity of the administrators to facilitate their colleges with the necessary renovation that would allow them to function as independent members of that community. It is not until these barriers are totally eliminated that we, the disabled, can feel any sense of accomplishment.

It is through the following programs that our organization hopes, for all practical purposes to overcome these barriers:

1. The submission of a grant proposal to acquire supportive equipment which will allow the disabled individual to function as independently as his disability allows.

2. The establishment of an executone program, whereby those disabled individuals who are homebound or hospitalized will have the opportunity to attain a college education.

3. A research project to investigate which college campuses across the nation are accessible for the disabled Brooklyn College student to complete his graduate work.

4. The expansion of social activities to include all, regardless of their disabilities.

5. Film series concerning the achievement of independence for the disabled individual.

We, the disabled must realize that, although progress has taken place at Brooklyn College to alleviate the barriers which confront us, it is only token improvement and concessions of newly expressed awareness, and not the total answer to our problem. However, when this awareness is followed by commitment and commitment by realization, and when tokenism is superceded by total renovation, then will the goals of S.O. F.E.D. U.P. and a secure future for the disabled in City University be realized.

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